



Eating Your Words!
Sharon Bolan
Victoria Elementary School
Lunenburg County Public Schools

Curriculum Area	Language Arts
Subject Area	Oral Language
Grade Level	1 st grade
Learning Objectives	<ul style="list-style-type: none"> • The student will understand that there are steps to follow when doing a task. • The student will write step-by-step instructions. • The student will follow step-by-step instructions. • Students will read instructions orally
Correlation to the SOL	English 1.1, 1.2 C/T 5.2, 5.4
Video/Technology Hardware/Software Needed	<p>For class: Computer Computer Projection System or Overhead projector with transparency sheets and transparency markers</p> <p>For each student (or group of two students): Computer with printer attached Word processing software (such as <i>Microsoft Word</i> or <i>ClarisWorks</i>) Drawing software (such as <i>KidPix</i> or <i>Microsoft Paint</i>)</p>
Materials Required	<p>For class: Jelly Peanut butter Spoon Knife Bubble Solution with Wand</p> <p>For each student: Two slices of bread Napkin Writing paper Pencils Following Directions Activity Sheet</p>

Procedures/Activities	<p>Day One:</p> <ol style="list-style-type: none"> 1. Ask students if they have ever had a new toy that had to be put together before they could play with it. Ask if someone helped them to put it together. How did that person know how to put the toy together? Come to the conclusion that we need directions. 2. Ask students if they have ever gone on a trip and needed a map. Make the comparison between maps and instructions. 3. Show students the bottle of bubble solution. Ask the students if they know how to blow a bubble. 4. Tell the students to watch you blow a bubble. Tell them that they will have to tell you the exact steps you took to blow the bubble. 5. Very dramatically, open the bubble solution. Dip the stick in the liquid. Take a very deep breath. Blow the bubbles. Put the stick back in the bottle. Close the bottle. Set the bottle down. 6. Ask a student to tell you the first thing that you did. If using a computer and computer projection system, key the information into a table that you have already created or into a list in a word processing document. If you are using an overhead projector, use a transparency sheet and the pens to print the information. 7. Ask another student to tell you the second thing and key in that information. Continue until the students agree that all of the steps have been recorded. 8. Prompt students to make sure that the students have included small details such as opening the top and taking a deep breath. Add those details at the bottom of the list. 9. Optional: Arrange the steps in correct order by showing students how text can be cut and pasted in a document. 10. Explain to the students that they are going to do another job now. Tell them that they are going to make a peanut butter and jelly sandwich. 11. Tell them that after they make the sandwich, they will go to the computer lab and type the list of steps that they took to make the sandwich. Note that they need to watch carefully so that they won't skip any steps. Explain to the students that they will each sample a sandwich when they return from the lab. 12. Now, very dramatically, make the peanut butter and jelly sandwich noting the steps as you go. After making the sandwich, take a huge bite and chew it very slowly. Then allow the students to make their sandwiches. 13. Note: Students will already have some basic knowledge of their word processing and drawing software. Take the students to the computer lab already having the word processing and drawing software open, with the word processing program being active. 14. Instruct students to begin typing the list of steps. Students should be paired in groups of two. 15. When the students are finished, make the paint program active. 16. Allow faster students to try and draw a peanut butter and jelly sandwich while the rest of the class finishes the assignment. Go to each group helping them edit their work. 17. Students will type their names on their documents and print them out. 18. Upon returning to the classroom, pass out the sandwiches to the students. <p>Day Two:</p> <ol style="list-style-type: none"> 1. Students will orally read their steps to making a peanut butter and jelly sandwich. 2. Discuss with the students what might have happened if a step in the directions had been skipped. Conclude that something might have been left out or put together incorrectly. 3. Explain that when we do school work, we must follow directions carefully too. Remind students that it is important to read all of the directions first.
-----------------------	---

	<p>4. Give each student a Following Directions Activity Sheet. Tell the students that they need to read all of the directions first. Then ask the students what they are supposed to do first.</p> <p>5. Then tell the students to continue with the steps until they get to the end.</p>
Content Assessment	<p>Teacher will observe and evaluate students based on the following activities:</p> <p>Student's participation in discussions about how to blow bubbles.</p> <p>Student's step-by-step instructions on how to make a peanut butter and jelly sandwich.</p> <p>Student's ability to complete the Following Directions Activity Sheet.</p>
Technology Integration Assessment	<p>Teacher will observe and evaluate students based on the following activities:</p> <p>Student's use of the computer to type and print the list of instructions.</p>
Extensions	<p>Social Studies: Students will follow directions to create a time line of their lives or the life of an important leader.</p> <p>Math: Students will write the steps to solving a simple addition word problem.</p> <p>Physical Education: Students will follow directions to learn how to do the "Electric Slide" or another dance.</p>

Following Directions

Read each direction carefully. Do each step one at a time.

1. Put your name in the upper right hand corner of this paper.
 2. Take out a yellow, blue, green, black, and purple crayon.
 3. With the black crayon draw a black circle on the white paper.
 4. Draw purple eyes.
 5. Draw yellow eyebrows.
 6. Draw green lips.
 7. Draw a blue nose.
 8. Draw one purple ear and one green ear.
 9. Draw green hair.
 10. Pass your paper in to your teacher and go directly back to your seat.
-

Following Directions

Read each direction carefully. Do each step one at a time.

1. Put your name in the upper right hand corner of this paper.
2. Take out a yellow, blue, green, black, and purple crayon.
3. With the black crayon draw a black circle on the white paper.
4. Draw purple eyes.
5. Draw yellow eyebrows.
6. Draw green lips.
7. Draw a blue nose.
8. Draw one purple ear and one green ear.
9. Draw green hair.
10. Pass your paper in to your teacher and go directly back to your seat.